

APPLICATION FOR SCHOOL CHARTER

Submitted to:

**Honorable Bart Peterson, Mayor,
Indianapolis**

Submitted by:

Mount Carmel Community School Corporation

October 8, 2001

Description of the Founding Group

The initial planning group for this charter school effort consisted of a loosely held together group of about eighteen persons who met in smaller groups of four or five and discussed a possible philosophy of education and how a quality school might be established. The current group of seven persons was felt to be more manageable and has worked together to offer the individual expertise into a collective effort to design a proposed a charter school.

The budgeting, finance, and accounting expertise was offered by McKinley Jones, Kevin Williams and Tausha Thompson. Tausha is currently the staff person responsible for the budgeting and business management of the Mount Carmel Baptist Church and the Mount Carmel Christian Academy. She handles the payroll for both staffs and oversees purchasing. She is a graduate of a local Township High School and of Ball State University. McKinley Jones completed his undergraduate degree from Morris Brown in Atlanta. He obtained his MBA in Accounting in 1974 from North Western University, Kellogg School of Management. He is a Certified Public Accountant with experience in the business arena (Cummins Engine, Columbus, IN), and is the founding and managing partner of his own Accounting Firm. Kevin Williams is one of the Associates with Mr. Jones' firm and has also worked with other private firms, Indiana Black Expo, Inc, and United Way of Central Indiana, Inc. Together, the three have many years experience in business, finance, budgeting and accounting. They all have extensive experience in computer programming applications to business. All three have leadership positions in community organizations, their churches, and are on various boards of directors for other organizations.

Kellee Bognanno has provided the legal advice and direction necessary in planning for the charter. She completed her academic requirements for her law degree in 1993 and shortly after admission to the Indiana State Bar went into private practice. She is a board member and officer of the Board of Trustees for the Sycamore School in Indianapolis.

Roger Perry has an undergraduate degree in Psychology from Indiana University and a Master of Education degree from Texas Southern University in Houston, Texas. He completed the Ph.D. in Child Clinical Psychology and Special Education from Purdue University in 1976. He has extensive experience in clinical assessment, guidance and counseling, behavior management, and special education evaluations. He has special interests in values education and research design. He has worked in agencies and in private practice for over 25 years and has provided consultation to school staffs, courts, Atterbury Job Corps Center, Indiana Boys School, Indiana Girls School, and several Head Start sites on issues of problem behaviors and at risk children for over 20 years. He has served on the accreditation committee for the two graduate programs at Martin University. He is a life member of Alpha Phi Alpha Fraternity, Inc.

Dr. Theron Williams holds an undergraduate degree in Psychology and the Master of Divinity Degree from Virginia Union University in Richmond, Virginia. He obtained his Doctor of Ministry degree from The Chicago Theological Seminary. He has served as senior Pastor of Mount Carmel Baptist Church since 1987. He has special expertise in counseling, management, and values education. Dr. Williams is also very interested in research as a component of social programs.

Brenda Senour is the current Secretary-Receptionist/Administrative Assistant for Mount Carmel Baptist Church. She has extensive experience in organization and management and has demonstrated a variety of business and clerical skills.

The special consultation on the professional educational aspects of the proposal has been offered by Mrs. Stephanie McGregor. She completed her undergraduate degree in Education (Math and General Science) in

1989 from the University of Tennessee-Knoxville. She completed her Master of Science Degree in Educational Leadership from Indiana University. She is a licensed Indiana Teacher with six years experience in Memphis and six years experience in the Lawrence Township system. She is now being certified as an Indiana School Administrator.

All the persons, except one, are, or have been consumers of the educational system in the area. Some have been students in area schools and have had children in the same systems. It was felt they could also provide invaluable sensitivity to planning issues by virtue of their personal school experiences.

Community Partnerships

The Mount Carmel Community Academy plans to involve the community in its programming as much as possible. It is felt that the involvement of the larger community is crucial to a really effective school operation. It is anticipated that the charter school will benefit from the alliances, which Mount Carmel Church has formulated already. The church will be a major supporter. There are many items of furniture, equipment, and other facility costs, which will be absorbed by the church. The church owns 17 acres of land nearly adjacent to the southwest corner of the proposed charter school site (42nd and Burwood).. Plans are underway to develop this area into a sports and community recreation complex. The plans include a 200,000 sq ft. building that will house four full court basketball floors; a roller skating rink; a miniature golf course; a five lane bowling alley; a “great Times” styled video arcade; a computer camp; a lounge, a health spa and a fast foods court. Outside, the facility plans call for football/soccer fields; baseball/softball diamonds; basketball courts, tennis courts, and a fitness course and running/walking trail. It is planned that the proposed charter school will hold its sporting and other community events at this facility. It is felt that a facility such as this will greatly enhance and support the educational efforts at the charter school and in the larger community. Other partnerships, which will transfer to the charter school, are the close working relationship and sharing of facilities between Mount Carmel Church and the adjoining Little League Baseball Organization, CAFÉ , The Farmington Neighborhood Association, and the Neighborhood Crime Watch. All members of the planning committee (an the extended group) are members of other fraternities, sororities, social and professional associations, boards, etc., which could extend the potential circle of community support for the school’s efforts.

Mission

The Mount Carmel School Corporation envisions a school, which will provide a safe, open, and learning-centered environment that incorporates inquiry and problem, based instructional techniques for at-risk students. Students will meet or exceed minimum state academic standards, demonstrate improved behavior, and develop the skills to become life-long learners who overcome the academic and social challenges of their global community.

The Mount Carmel School Corporation plans to address many community needs by implementing an overall focus of developing a community of learners who take responsibility for their own learning and the growth of the community through active participation in decision-making processes. The school will provide opportunities for the students, staff, parents, and community leaders, to learn in a supportive environment as curriculum is designed to help address problems faced in the community.

Need

Since the origin of the charter school debate the vast majority of the African American community has been on the opposing side. There was a great fear that resources would be taken away from the public school systems and would further hamper these already struggling public schools. Over 90% of school aged African-Americans attend public schools. An even greater percentage of this population attends inner city public schools. Historically, suburban public schools and rural public schools have out performed inner city public schools.

Many educators would suggest that one of the reasons for the poor performance of inner city public schools is the lack of resources. More resources for these schools means specialized attention for at-risk students; more computers, smaller classroom sizes, more competent and motivated teachers, more special programs, more tutorial assistance, more teaching assistants in the classrooms to handle disruptive students and help special needs students so that the main teacher could commit her/his time to classroom instruction, increase pay for teaching positions so that the teaching profession would attract the brightest minds in our community. Creative initiatives to encourage parental involvement in the schools could be developed if these schools had more resources. The lack of dollars is a major problem for inner city schools. The advent of charter schools would raise the prospect of having even lesser resources for already flailing inner city public schools. This reality sharply increased the anxiety level of the vast majority of persons in the African-American community.

As different states around the nation adopted charter school legislation and these charters were organized in African-American communities, the opinion of the African-American community began to change. Charter schools in the inner cities of Milwaukee, Wisconsin; Los Angeles, California; the Edison project in Detroit, Michigan, and others demonstrated to the African-American community that charters do have the potential of enhancing their community.

Charter schools enhance the African-American community. This community is enhanced when charter schools curriculums are tailored to meet the particular needs of at-risk children of the community. This community is enhanced also because competitive pressure is thrust upon public schools to out perform, or, as a minimum, to perform as well as the charter school - also functioning with limited resources. Because of traditional funding formulas, public schools and charter schools are in competition for the same *market*. Until now the public systems had no competition, hence, there was little incentive for these schools to raise their levels of expectation and performance when resources were limited.

Even in the Indianapolis Public School system, unprecedented initiatives are underway to improve the school facilities and to hold schools accountable for the academic performance in their respective buildings. It is our belief that these bold moves are, at least in part, a response to the emergence of the charter schools likelihood in Indianapolis. When there is *healthy* competition the ground is fertile for education to become better for all the students.

African-Americans have become increasingly more disenchanted with the quality of education that their children receive in public school systems. The frustration and disenchantment is extended to a distrust of the community (its systems, programs, and services) in general. The African-American community is now poised and ready to try charter schools. In fact, "support for school vouchers has fluctuated over the past four years, but African-Americans have consistently been more supportive than whites".

The Indiana desegregation order of the late 1960's did a great job at helping children from suburban, rural, and "disenfranchised" areas appreciate racial diversity. However, it failed the inner city (particularly African-American) students. After the desegregation order, there was a decline in the high school graduation rates among African-Americans. There was a more negative opinion about school both on the part of the students

and the African-American community in general. There was an increase in truancy, suspensions, and expulsions. After the desegregation order, the percentage of African-American children labeled mentally retarded or special needs increased. This increase was more significant among African-American males. A study conducted by the Civil Rights Project at Harvard University found that “black students were nearly three times as likely as whites to be labeled mentally retarded and in need of special education services. The study also found that, as the wealth of school districts rose, black male students were at greater risk of being disproportionately labeled mentally retarded.”

Dr. Williams collected data on the suspension rates of African-American males in the school systems in Indianapolis. He selected 16 schools (eight middle schools and eight elementary schools) using a random selection process. Of these schools, the African-American male population represented 14% of the total student population. These males, however, represented over 62% of the school suspensions. This disproportionate rate of suspension among African-American males is not an indictment against them and does not suggest an inability to conduct themselves appropriately in school settings, rather it is an indictment against the school systems that do not have the skills, energy, or resources to manage black boys.

African-American boys are at least an academic year and a letter grade and a half behind their white counterparts. As they move into high school, this gap widens. African American boys are three times more likely to drop out of school than their white counter-parts. There is also a positive correlation between boys who do not complete high school and boys who are sentenced to prison. The more educated the man is the less likely he is to go to prison. The more pleasant a boy’s elementary and middle school experiences are, the more likely he is to complete high school.

Dr. Perry has collected information from the parent(s) of boys he has counseled in his private practice, in the juvenile detention/rehabilitation facilities and in the public schools when he has been call upon to evaluate and offer suggestions on educational programming and behavior management for male students who are spiraling out of control. He has asked parents of these boys *who were, themselves, teachers* about their involvement in their son’s school(s). Invariably, they were not involved until there was a problem, were not active in the PTO/PTA organizations, did not volunteer for class parties, field trips, etc. They did believe, however, that lack of parent involvement was a major contributing factor in the overall poor performance of the schools their sons attended. No statistical applications were applied to determine cause/effect or, otherwise, explain this dramatic phenomenon, but in talking to teachers from his church, who were not involved in their children’s schools, a typical response to the question of “Why are you not involved?”, is a pervasive feeling of not really being welcomed as an active participant in the school’s educational effort.

The proposed school facility for the Mount Carmel Community School is located in a strategic area within the African-American community. The facility is situated on the far East Side of Indianapolis on Mitthoeffer Road. This area contains a high density of African Americans. The very location of the facility heightens Mount Carmel Community School’s ability to service its targeted population (at-risk youths). The facility is literally in walking distance of hundreds of children who would fall into the “at-risk” category. It is anticipated that the combination of the accessibility (location) of the school to the parents, a concerted marketing effort to involve the parents of the students, and the general surrounding adult community in the workings of the school will reap the benefit of greater adult participation. We pledge to demonstrate the sincere wish to enfranchise those adults in the educational effort. It is felt that a new school, without as many legal, traditional, and other encumbrances, may begin its existence with a higher level of community, student, and school-combined effort toward education.

School Characteristics

The Mount Carmel Community Academy will be in session 180 days as prescribed by the state. The school calendar will begin in mid August and conclude in May. The daily hours of operation will be from 8:00 a.m. to 3:30 p.m. The following is an example of how a school day might be organized for instruction, independent study, and co-curricular activities for Grades 1-5.

7:00 – 7:45 Breakfast/Individual Tutoring

7:55 – 8:00 Morning Announcements

8:00 – 9:30 Language Arts

9:30 – 10:30 Mathematics

(The school plans to operate 3 lunch periods of 35 minutes each serving approximately 100 students per lunch period. There will be a 5-minute passing period between lunches.)

10:35 – 11:10 Lunch A

11:15 – 11:50 Lunch B

11:55 – 12:30 Lunch C

(The 1 hour and 15 minutes that a class is not at lunch will be devoted to Physical Education or Health/Fine Arts. For example: The students who have Lunch A will then go to Physical Education from 11:15 – 12:30)

12:30 – 1:30 Social Studies

1:30 – 2:25 Science

2:25 – 3:25 Language Arts/D.E.A.R.

3:25 Afternoon Announcements

3:30 Dismissal

3:35 – 4:30 Individual Tutoring

A day in the life of a typical student would begin with a staff member or volunteer assisting him with his homework from the previous night or helping him to prepare for an upcoming test/quiz. After the regular morning rituals and morning announcements the student would engage in rigorous study for approximately two hours in two of the core subjects. Before lunch he will be involved in thoughtful discussions that help to define appropriate behavior and develop good character traits. During the following two hours of the school day the student would engage in learning either through organized play, discussions and observations of health-related issues or well-developed artistic activities and through informal conversations with peers during lunch. The afternoon will find the student once again in rigorous study of the two other core subjects. The regular school day will end with additional instruction in Language Arts followed by D.E.A. R. (Drop Everything and Read) followed by the afternoon announcements. The students may go home at this point or stay for additional tutoring with a staff member or volunteer. This may also be the day of, after, or before completing a service to his community.

Educational Philosophy

The school's educational foundation centers on the works of Lev S. Vygotsky who "...believe that individual development could not be understood without reference to the social and cultural context within which development is embedded". Driscoll, 2000, p. 240) Vygotsky called the gap between what learners are capable of doing on their own and what they are not capable of doing on their own, the "zone of proximal development". Operating within the zone of proximal development learners reach their potential with the assistance of others through various problem-solving techniques. The curricular approach for the school will be to identify and target the "zone" of each student (adult and child) and to provide appropriate instruction to bridge the gap between what is already developed in the learner and the potential development of the learner.

Mount Carmel Community School plans to meet the expressed goals. We will accurately assess learning by taking into account that every student brings different knowledge and skills to the task of any learning situation or problem-solving requirement. Learning is assessed by obtaining evidence of behavioral and cognitive growth.

Through inquiry and problem-based methods of instruction, the school will provide opportunities for individual growth and assessment utilizing a variety of tools such as state and national standardized tests, in-house periodically administered tests and quizzes, rubrics, portfolios, and exhibitions.

Academic Standards

The Mount Carmel Community Academy anticipates serving Grade 1 through Grade 8. The following is an example of exit standards for Mathematics, English Language Arts and Social Studies:

Mathematics: Eight graders should be able to draw valid conclusions and make informed judgments through a process of utilizing inquiry skills, reasoning and logic (Indiana standard: Develop Reasoning Skills and Apply Them to Problem Solving Situations.)

Language Arts: Eight graders should use organizational skills, audience awareness, appropriate vocabulary and grammar, both verbal and nonverbal presentation skills to plan and deliver effective oral presentations. (Indiana standard: Communicate Orally with People of All Ages by 1) summarizing ideas and acknowledging different points of view and 2) giving accurate information)

Social Studies: Eighth Graders should have a knowledge of world cultures, including history, traditions, contributions and people (Indiana standard: Examine the Influences of Diverse World Cultures on the Development of American Culture.)

Various teaching strategies will be implemented so that each student will be able to function at his appropriate developmental level. Students will engage in on going assessment activities so that teachers, students and parents will have adequate documentation of progress throughout the school year. Students must demonstrate proficiency in at least three (3) of the core subjects in order to be promoted to the next grade level. During the next school year, the student must engage in regular tutorial sessions in the one deficient core subject.

Curriculum

The Mount Carmel Community Academy has chosen to combine rigorous instruction in the four core subjects- Mathematics, Science, Social Studies and Language Arts- with an understanding of individual cultural heritage, respect for individual differences, self-discipline, social responsibility, and service to the community. All subjects taught at the academy will be aligned with Indiana academic standards. The curriculum will be subject to ongoing evaluation and revision as we monitor its effectiveness in meeting the needs of the community. The SETCLAE (Self-Esteem Through Culture Leads to Academic Excellence) program will be examined and evaluated for its ability to assist us with meeting our stated goals. Below you will find a sample of objectives, content, and skills to be taught in the main subject areas at each grade level that are aligned with Indiana academic standards:

Grade 1

Subject	Content	Objective	Skills to be Taught
Math	Fractions	represent fractions as parts of a whole	students identify and share objects equally
Lang. Arts	Comprehension	apply effective sound-based strategies to reading	students will use phonics skills to build a strong foundation for reading
Soc. Stud.	Historical Perspectives	examine migration of various countries and cultures to N. America	students will identify native Americans as the first Americans
Science	Understanding of Scientific Inquiry	state a question regarding a scientific concept	students will analyze a question and discuss possible answers or ways of finding the answers

Grade 2

Subject	Content	Objective	Skills to be Taught
Math	Whole Numbers	compare and contrast even and odd numbers, more or less, etc.	students will read, write and order numbers to 1,000
Lang. Arts	Variety of Texts	explain traditions from other cultures	students will compare and contrast common American traditions to traditions of other cultures
Soc. Stud.	Civic Ideals and Practices	demonstrate individual participation in democratic practices	students will recognize the importance of expressing one's ideas
Science	Life Cycles of Organisms	identify kinds of organisms that once lived on the earth	students will identify similar characteristics of extinct and living organisms

Grade 3

Subject	Content	Objective	Skills to be Taught
Math	Geometry	describe, model, draw and classify shapes	students will define shapes based on analysis of their characteristics and properties
Lang. Arts	Writing	categorize written pieces according to purpose	students will write informative, descriptive, persuasive and instructive paragraphs
Soc. Stud.	Economics	define goods and services	students will show how households form the basic institution in a market economy
Science	Objects in the Sky	discuss how humans use the light and heat from the sun	students will list ways in which the sun affects us

Grade 4

Subject	Content	Objective	Skills to be Taught
Math	Data Analysis and Probability	generate data and create a graph to solve problems	students will collect data, construct and interpret picture, bar, circle and line graphs
Lang. Arts	Research	gather, evaluate and synthesize data from a variety of sources	students will organize and summarize information through the use of note taking or outlining skills
Soc. Stud.	World Cultures	examine the contributions of diverse groups to the development of the community	students will examine the factors that cause groups to settle in Indianapolis
Science	Motion and Forces	examine why objects can fall to the earth	students will explain why a compass points north

Grade 5

Subject	Content	Objective	Skills to be Taught
Math	Communication	restate a problem in your own words	students will develop mathematics vocabulary and symbols and relate them to their own lang.
Lang. Arts	Diversity in Language	examine how language, literature and culture are diverse and interrelated	students will discuss commonly used English words that originated from other languages
Soc. Stud.	Inquiry Skills	gather and organize information about communities around the world	students will access information from the Internet
Science	Reproduction and Heredity	define behavior and behavioral responses	students will describe instincts, reflexes and learned behavior

Grade 6

Subject	Content	Objective	Skills to be Taught
Math	Place Value	represent whole numbers and decimals using various forms and representations	students will express whole numbers and decimals in scientific notation
Lang. Arts	Language Structure and Conventions	apply the steps of the writing process	students will prepare final drafts that follow accepted language conventions
Soc. Stud.	Current Events	examine current issues affecting daily life in the United States	students will use newspaper articles, magazines, radio, and television reporting to study issues

Science	Properties of Objects and Materials	define characteristic properties of substances such as density, boiling point and solubility	students will recognize the characteristic properties of a variety of substances
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Grade 7

Subject	Content	Objective	Skills to be Taught
Math	Algebra	use predict and test strategy to solve problems	students will apply algebraic methods to solve a variety of real world and mathematical problems
Lang. Arts	Written and Oral Communication	apply active listening	students will contribute in whole class and small group discussions and acknowledge different points of view
Soc. Stud.	Geographical Relationships	use globes, maps, and other tools to acquire and organize information about earth	students will use lines of latitude and longitude to locate cities, countries, and continents on maps and globes
Science	Transfer of Energy	examine how heat moves in predictable ways	students will describe how temperature is measured and how it changes

Grade 8

Subject	Content	Objective	Skills to be Taught
Math	Connections	examine measurement tools used by mechanics, nurses, housewives, scientists, etc	students will recognize the need for mathematics in order to pursue a variety of career choices
Lang. Arts	Language Structure and Convention	classify words and phrases into categorical vocabulary	students will enunciate using standard English
Soc. Stud.	Individual and Society	examine how peer and group pressure influences attitudes, beliefs and choices	students will identify and interpret examples of stereotyping, conformity and altruism
Science	Populations and Ecosystems	characterize populations of organisms by the function they serve in an ecosystem	students will distinguish between producers, consumers and decomposers

First Grade Math Lesson

Content: Measuring Objects with a Ruler

Objective: To introduce measurement in inches

Skills to be Taught: Students will be able to demonstrate, with a ruler, the method for measuring objects in inches.

Materials Needed:

Average Size Classroom of 20-25 students.

1. Rulers-one for each student
2. Tape measure-two (staple one on each side of the classroom)
3. Crayons-one for each student
4. Paper clips-one for each student
5. Graham cracker squares-one for each student
6. Pencils-one for each student
7. Large sectioned graph paper- one sheet per student prepared with the words, crayon, graham cracker, paper clip, Lego block, pencil, & “wonderful me”, listed one under the other
8. Lego blocks-one for each student
9. Crayon or pencil box-one for each student

Strategy/Method:

Start out by asking the students how much they know about using a ruler. Tell them that they are going to learn to read a ruler and measure different objects. Explain that the numbers represent inches. (Using items such as, crackers, crayons, and Lego blocks, simply adds more fun to the lesson.) Have the students place all of the needed materials in their box and place it on their desk so that they will be easily accessible. Instruct them to choose one item and place it on their desk with their ruler and graph sheet. The graph sheet will have, from top to bottom, the name of the items to be measured. Be sure to skip a row leaving room for the students to color in their graph. Some students will want to begin with the crackers, while others will want to begin with the crayons. Walk around the room and assist the students in finding the measurements. Tell them that the best way to calculate the measurement is to lay the object beside the ruler. As they do this, have them color one graph block for each inch. (The blocks should be filled in from left to right; under the name of each item.) Have them do this until they have measured all of the items this should take approximately 20 minutes. This lesson serves as a precursor to or reinforcement of making graphs. Give a two (2) minute warning so that the students will be prepared to move on to the next step; using the tape measure. Finally, split the class in two groups and send them to their perspective tape measure that you will have already attached to the wall. Allow them to measure each other. After they have demonstrated their ability to listen and apply their learning, now comes the yummy part; let the students have the unused graham crackers for a treat!

Performance Assessment/Evaluation:

When the lesson is completed, have students to display and discuss their work. Students should express their opinions as to why (or why not) this lesson was useful. This information will be aid the teacher in future lesson planning.

Fifth Grade Social Studies Lesson

Content: Migration

Objective: To understand the reasons for African-American migration to the north after the Civil War.

Skills to be Taught: Students will use research and reasoning skills to make choices

Materials Needed:

Average Size Classroom of 20-25 students.

1. Two top hats –one for each regional spokesperson
2. Colored tape-to divide the classroom by regions
3. One large laminated map of the United States of America during the Civil War
3x5 Index cards-one for each student
4. Red markers-one for each student in the NE-Northeastern region
5. Blue markers- one for each student in the SE-Southeastern region
6. One deck of Uno © cards-should be distributed by color to match the markers
7. Two spokesperson note cards-prepared by the teacher with a list of what each region has to offer

Strategy/Method:

PRESET: Class period(s) prior to this lesson (and possibly in conjunction with another subject i.e. Language Arts) will be devoted to in-depth study of the terms migration, African-American, opportunity, choice (and possibly persuasive speech). Students will engage in discussion about the people and conditions in both the Northeast and Southeast regions of the United States after the Civil War. For this particular lesson, the teacher will explain to the students that they are going to be divided into two groups and will represent residents in the Northeast or Southeast regions of the United States of America during the specified time period. As residents of these regions, the students will be presented with persuasive information by an important official of the region and then given the choice to migrate or stay.

Every student in the class will take on the role of an African-American person. Have students draw one 3x5 card from a hat. There should be a card for each student and it should also have the initials of one of the regions on it, NE for Northeast and SE for Southeast. (The students will have the opportunity to identify which particular state they live in later during the lesson.) The cards should be marked so that there will be 10% of African-Americans in the NE and 90% in the SE. Additionally one card out of each region should also have the letter “S” on it. These two students will be the spokespersons for their region and will wear the top hats. (They will present the information listed on the card about their region.)

The spokesperson for each region will go to the civil war map and chart the residents in their respective states with the marker of their designated color. The other students will use the colored tape to divide the

class into two regions, move the desk against the wall, and divide the chairs according to the residents in each region. The chairs should face the boundary line. Have all students take their seats while the regional spokesperson in each group passes out one Uno card in the color of their region to each resident. The spokespersons will then take turns reading the information on their region's card.

Although each group will be seated in their region of the room, they will listen to each spokesperson. This will allow each resident to make the choice of whether or not they want to migrate based upon what they hear. In their meeting the spokesperson will describe the situation in their region. For instance the spokesperson of the NE region might describe the North as having: better choice of jobs, better wages, change in seasons, less racism, and better housing. The SE spokesperson might describe the South as having: a great number of warm and sunny days, plenty of jobs for domestic workers and field hands with little or no experience necessary, cheaper housing, and lower cost of living.

After both regional meetings, the spokesperson for each group will in turn call upon their residents by using the Uno cards. The residents will then give their reason(s) for wanting to migrate or not. Should a resident choose to migrate to the other region, they will go to the map and draw a line charting their travel in the color of their group, and move their chair across the boundary line of the classroom outlined by tape.

Performance Assessment/Evaluation:

Students will demonstrate their understanding of African-American migration after the Civil War.

(This lesson may be modified and used to help students understand the migration of any group/race of people from any time period/location.)

Comments about the Lessons:

These lessons address all three learning styles- visual, auditory, and kinesthetic. Students are allowed to enter into the learning process at their own pace and receive one-on-one assistance as needed. The students are then given the opportunity to work in cooperative groups to solve a problem. Finally, the assessment is designed to give feedback to both the student and the teacher in order to evaluate the effectiveness of the lesson.

Assessment

To accurately assess learning, the Mount Carmel Community Academy must take into account that every learner brings different knowledge to the task of problem solving. No one measurement tool can provide adequate evidence of behavioral and cognitive growth for a student. For this reason the academy will utilize multiple measurement tools to 1) record and report student progress, 2) monitor and adjust teaching strategies to meet the needs of the students and 3) make necessary revisions to the curriculum to meet our highest possible educational standards.

First and foremost the academy will administer the ISTEP/CTBS at the prescribed grade levels as mandated by the state of Indiana. In addition, the Stanford Achievement Test will be administered annually. The results of these tests will be used to make adjustments to the curriculum in order to address identified problem areas. The results of these tests will also serve as a motivator and cause for celebration to highlight the hard work, effort and success of the students and faculty of the Mount Carmel Community Academy.

Classroom teachers will utilize a variety of assessment tools including written and oral tests/quizzes that will be administered daily, weekly and upon completion of certain units. Rubrics, portfolios and exhibitions are among the other tools that classroom teachers will use to determine student progress and evaluate their own teaching strategies. Students and parents will receive feedback from teachers on a daily/weekly basis to highlight commendable academic and behavioral performances as well as suggestions for improving their performance in one or both areas. In addition to receiving formal interim reports every 6 to 9 weeks, student-led conferences and parent-teacher conferences may be scheduled in order to provide a more detailed picture for parents and students of the progress that is being made in the classroom.

Written and oral testing are but one opportunity for students to demonstrate learning. Students will also have to demonstrate learning through active participation in cooperative group activities, class discussions, group and individual presentations, journal writing, research, self-evaluations, portfolios and service to the community. Completion of all homework assignments is a must for every student to learn and achieve success at the Mount Carmel Community Academy!

As students matriculate through the Academy they will maintain an “Academy Portfolio” that will chronicle their progress from their entrance grade to their exit grade. This portfolio, which will be housed by the school, will be accessible to the students, their parents, and the faculty. It shall contain various samples of student work selected by the students and their teachers. This portfolio shall become the sole property of the student when he/she completes the final grade offered at the Mount Carmel Community Academy.

Support for Learning

PHILOSOPHY of DISCIPLINE: Discipline should be designed to prevent misbehavior, but lend itself to correcting inappropriate behaviors that do occur in the school setting. All classroom rules and procedures should be congruent with the school guidelines regarding discipline. The discipline plan should outline appropriate expectations for the students and the teacher. Ongoing communication should exist between teacher, students, parents, other classroom teachers and the administration concerning classroom rules and procedures. It is an expectation that all parties involved will adhere to and govern themselves according to the established guidelines of the school and of the classroom. Whenever possible students should participate in establishing the classroom rules and consequences so that they are fully aware of and create the classroom limitations for themselves. Discipline should not be viewed as punishment but as a means to encourage students to become self-disciplined.

CODE OF CONDUCT:

- Come to class every day and be on time
- Come to class properly dressed
- No food or drink outside of the cafeteria
- Do not** disrupt the learning environment by participating in any of the following:
 - 1) using profanity
 - 2) improperly using or destroying school property
 - 3) instigating and/or actively engaging in fighting
 - 4) failing to comply with the directions of the teacher or any other person in authority (insubordination)

DISCIPLINE PROCEDURES: The Mount Carmel Community Academy proposes to enact a progressive plan of intervention for dealing with minor infractions of school policies. Teachers will be responsible for initiating the process. Parents/guardians, guidance counselor and the administration will be called upon to assist as need to correct the inappropriate behavior. An example of the progressive steps might be as follows:

1. conference with student
2. loss of classroom privileges
3. phone call to parent/guardian
4. letter sent home to parent/guardian

5. conference with parent/guardian and student—Loss of privileges per parent
6. Referral to guidance counselor/teacher-of-record (evaluations & recommendations)
7. Referral to administration--In-School Suspension assigned
8. Referral to administration—parent conference--Behavior Contract Signed
9. Referral to administration—Out-of-School Suspension assigned
10. Referral to administration—parent conference—Expulsion Agreement Signed
11. Referral to administration—expulsion recommended

In accordance with Indiana Law (IC-8.1-5.1-8, IC 20-8.1-5.1-9, IC 20-8.1-5.1-10) school violations such as possession of a firearm or engaging in unlawful activity will warrant immediate suspension or expulsion without following through with the progressive discipline plan.

One of the school's foci is to develop a community of learners who take responsibility for their own learning and the growth of the community through active participation in decision-making processes. Ron Brandt (1998) argues that schools cannot meet the challenge of reform without first doing a better job of connecting with parents and the public. He states that parents in all socioeconomic levels complained about teachers and principals being patronizing and talking down to them. Most adults do not like it when other people make personal and life-altering decisions for them without giving them a voice. Educators have resented for many years having to govern themselves according to arbitrary standards and policies created by persons who are far removed from what actually takes place in the classroom. Likewise, the Mount Carmel Community Academy believes and is committed to students, parents, and the community having an active voice in some of the major decisions affecting the school's operation and attainment of specified goals including curriculum, discipline and service to the community.

Parents will be encouraged to join and support the PTO (Parent-Teacher Organization) of the school, attend all scheduled conferences concerning their child/ren, visit the school on a regular basis, volunteer to assist during the day or before and after school, and attend all scheduled open forum meetings. Parents will be asked to complete a satisfaction survey and to provide suggestions for improvement. Results and suggestions will be made available to the entire school community via school newsletter and through other local media sources. The Mount Carmel Community Academy encourages all parents/guardians and community members to take an active role in the education of our youth!

The best way to teach youth about giving back to the community is by doing so ourselves. Together we can share ideas, discuss concerns, evaluate present goals and objectives and suggest ways to implement changes that work for the benefit of our students and their families. Students become motivated to achieve when they can see role models who bear the same physical features as themselves. Within our total school community of partners are educators, clergy, politicians, business leaders, social service workers, homemakers, civic organization leaders, attorneys, law enforcement agents, etc. who can assist with career guidance by sharing their time and success stories with the youth of Mount Carmel Community Academy. The combined effort of all partners in volunteering to be mentors, guest speakers, and/or tutors before and after school will help to raise achievement levels and build greater self-esteem.

Upon completion of its multi-faceted recreation facility, the Mt. Carmel Baptist Church will grant full access to the Mount Carmel Community Academy for organized sports activities. Other businesses will play an integral part in the life of the school through donations and financial contributions to create up to date computer laboratories for student and staff use.

Special Student Populations

Mount Carmel School curriculum will be designed to meet statutory guidelines as well as tailored to meet the needs of the targeted student population. Although our approach to education has as its focus African-

American and other “at-risk” boys, it does not exclude other females or other races. We are aware that the Charter School Law prohibits discrimination. We sincerely welcome all students to attend. We will work with all our students to the end that they might perform at or above the academic state requirements.

We will not be equipped (at least initially) to handle a full range of special education students. We will expect that any student we accept will be able to function (at least minimally) in a regular classroom with that assigned teacher(s). Continual planning and assessment by behavioral specialists and special education clinicians will identify those students who have reached maximum benefits from their assignment in the Mount Carmel School. Recommendations will be made to those students/parents for placements where more appropriate services may be available. While these students are attending Mount Carmel, every effort will be made to access those services for which they are eligible through sources outside the school. In general, the same approaches will be used for those students with limited English ability. The children will be taught using a modified “total immersion” approach. Attempts will be made to involve relatives of the child, and other coaches and mentors to help bridge the potential comprehension gap and to teach a higher degree of English proficiency. Outside providers will shoulder the main responsibility for identifying and planning interventions for students with speech and hearing and other associated articulation problems.

The complete budget appears in Appendix A.

Enrollment / Demand

It is anticipated that the enrolment will begin with 350 students in grades 1-5. Grades six, seven, and eight will be added in each successive year with an accompanying 100 student enrollment cap each year. The school programs will be publicized in area churches, community meetings, fraternity and sorority meetings, public service announcement spots on local radio stations, flyers and newspaper notices. It is planned that there will be a series of community information meetings when the school and its programs will be introduced to the community. The main efforts for targeting students will be the geographical area where the school is located. However, a specific period will be designated for the receipt of applications. All students who submit timely applications for the grades to be serviced each year will have equal opportunity for acceptance. If there are more students than can be accommodated at any grade level, the excess number of students will be placed in a “wait pool”. When vacancies occur during the school year the persons in the “wait pool” will be drawn at random. Persons who apply after the application period will be placed on a waiting list and may be serviced only when the wait pool has been exhausted. Students already enrolled will be assured a spot in subsequent years. Siblings of those students who are now eligible for the programs/classes offered, will be given priority over the wait pool and waiting list for subsequent years.

Governance and Management

The Mount Carmel Community School is in the process of incorporating and is completing the necessary forms 501 C 3 forms for “not for profit” recognition. The Attorney has awaited completion of the last draft of the budget/financial statement before finalizing those documents. With the completion of the Application for Charter, this final bit of financial information is now available to her and the information will be completed by Thursday, October 11, 2001. A copy of the State form 4159 (r11 / 11-98) (Articles of Incorporation) and Federal Form 1023 (Rev. 9-98) (Application for Recognition of Exemption Under Section 501©(3) of the Internal Revenue Code) are attached and appear as Appendix B. The By Laws and definitive Organizational Chart will be developed at the first Board Meeting in December 2001. However, it is anticipated that the Governing Board will consist of seven to eleven persons. We are in the process of interviewing and

consulting with possible board members who might be energetic, and effective spokespersons and planners for a quality school. We anticipate that there will be a seat on the board for at least one person who is primarily a parent/consumer. Additionally there will likely be a set board seat for the top administrator of the school, although it has not yet been decided if this will be a voting or non voting member. We plan that the Board will be reflective of the overall community and will be multi racial and have males and females. The Board will have the ultimate legal responsibility for the school. The head administrator will be responsible to the Board of Directors and, as such, will be appointed by the board. Other staff will be selected by the head administrator and will be approved by the Board of Directors. The initial board will be made up of the original founding group members. Information and resumes on these persons appear in the Executive Summary previously submitted and attached as Appendix C. The initial Board Meeting (December 2001) will be convened by Dr. Perry and at that time, the first board officers will be confirmed (to reflect those offices listed in the Articles of Incorporation). Recommendations for any permanent board members who have been identified by that time will be submitted and resignations as appropriate will be accepted from any of the interim, initial board members. The Mayor's Charter Schools Committee will be informed of those persons who will be considered for Board membership two weeks prior to the December (and any subsequent) Board Meeting. Resumes and Authorization forms for those persons will be submitted with those names.

Although the Board will have ultimate responsibility for the school, the Administrators and staff will bear the responsibility for the day-to-day running of the school, curriculum development, and continuing education of the staff. At this point, it has been decided that no Education Management Company will be contracted to manage any part of the programs or staff.

It is not planned that this application will be filed with any other chartering entity.

Human Resources

The ideal teacher for the Mount Carmel Community Academy is one who has completed the necessary course work, field experience and/or years of service in an educational setting to satisfy the requirements for elementary teacher certification in the state of Indiana. This person has undergone a criminal history check and has been cleared by the local and federal law enforcement agencies prior to being hired. The ideal teacher presents himself/herself as a professional who believes that **all** children can learn if they are provided the proper tools to accomplish the task. This educator has an awareness of the special needs of at-risk youth, is open to new challenges, is willing to "think outside the box", encourages parental involvement and sees himself/herself as a learner in the classroom along with the students.

The plan for recruitment of staff will include posting job openings 1) at colleges and universities, 2) within the IPS and township schools' education centers, 3) in the local newspapers, and 4) on our forthcoming website. The selection procedure will include reference checks and a thorough interview with both an oral and written component. All potential employees must have official clearance on their criminal history check before being offered a teaching contract.

Teachers with less than four years of teaching experience will be formally evaluated biannually by an administrator or their qualified designee. All first and second year teachers will be assigned a mentor. Teachers with four or more years of experience will undergo an annual evaluation. All teachers will be subject to periodic informal visits by the administration. Teachers may at anytime request a visit by the administration to get additional feedback.

Teachers will be encouraged and afforded the opportunity to engage in professional development activities. We do not want to cultivate or perpetuate a school community that is “at-risk” for lack of knowledge and understanding. PBA days, staff meetings, etc. will be designed in conjunction with the teachers to ensure that needs are being addressed. As curricular changes are adopted or as teacher evaluations indicate, faculty members will be provided with specific information and, whenever possible, the resources needed to attend educational seminars, professional development workshops, and make visitations to other classrooms/schools/districts. All certified personnel will earn college credits or CRU’s as prescribed by the state to ensure that all licenses are current. A whole school community of life-long learners is the goal of the Mount Carmel Community Academy!

The business plan provides a detailed breakdown of the teachers and other staff that will be employed by the Mount Carmel community Academy. They include, but are not limited to the following:

- 1—principal
- 13- regular education teachers (including physical education)
- 1—special education teacher
- 12- instructional aides
- 1—media specialist
- 2—guidance counselors
- 1—speech therapist
- 1—school psychologist
- 1—school nurse
- 1—Human Resources Manager
- 1—Business Manager
- 3—administrative/ clerical assistants

The day in the life of a teacher at the Academy would begin with reporting to work at 7:45 a.m. and conclude after 3:45 p.m. unless he/she has arranged to have a special parent conference or a tutorial session with a student. Each regular education teacher will be responsible for one class of approximately 25 students. He/she will provide approximately 5.4 hours of rigorous instruction throughout the day in the four core subjects- Mathematics, Language Arts, Social Studies, and Science. On specified days of the week the teacher will also provide 45 minutes of instruction in either health or fine arts. Each teacher will have 35 minutes of duty-free lunch and 30 minutes of duty-free recess. An additional one hour and fifteen minutes per week will be allotted for planning while students are in physical education class. When a teacher is hired who is licensed in one of the fine arts areas, teachers will allotted planning time while students are in fine arts class as well.

The compensation structure for teachers will be comparable to that of IPS and Lawrence Township School Systems with beginning salaries ranging from \$30,673 for a bachelor’s degree and \$32,820 for a master’s degree. The business plan further details the benefits that will be provided to teachers.

The school plans to staff one full-time resource teacher initially who is licensed in such areas as mild mentally disabled, learning disability and emotional disability. This person will be responsible for overseeing that adequate services are provided to our students who have be identified as being able to function in an inclusion setting. In addition, one speech therapist will be employed to provide service to students who are diagnosed with a communication disorder.

Financial Management/Business Plan

In Marion County, the Indianapolis Public School District has been identified as one of the 25 largest urban school districts in the country with almost 42,000 students, 75% of who qualify for free and/or reduced lunch. Minority students comprise nearly 80% of the middle and high school population. More than 33.6% of the parents within IPS District have not completed a high education. There have been 3,308 suspensions at the middle of the 2000 – 2001 school year and 220 requests for expulsion. More than 736 middle school students have been arrested during the past school year, and drug usage is 15%

above the national norm for marijuana and alcohol. At the eighth-grade level, system-wide 77% failed the state exam and at the 6th grade level, 84% failed. System-wide there is a 48% failure rate for the state mandated Graduating Qualifying Exam, even after five attempts.

Obviously, when you review the data, one would have to conclude that the largest educational entity is not working very effectively. There is a need for change. MCCS intends to address the needs of at-risk students in Marion County.

The Mt. Carmel Community School plans to address community needs by implementing an overall focus of developing a community of learners who take responsibility for their own learning and the growth of the community through active participation in decision-making processes. The school will provide opportunities for students, staff, parents and community leaders to learn in a supportive environment as curriculum is designed to help address problems faced in the community.

I. SUMMARY LOAN APPLICATION

A. Applicant	Mt. Carmel School Corporation (MCSC) DBA as Mt. Carmel Community School (MCCS) 4352 N. Mitthoeffer Road Indianapolis, IN 46235
B. Type of Entity	<p>MCSC is an Indiana corporation. The corporation has submitted an application to the Internal Revenue Service to become a nonprofit entity with A 501(c) (3) designation.</p> <p>The corporation has submitted an application to the Mayor of Indianapolis to obtain a charter. The charter. The charter would allow the corporation to operate as a public charter school.</p> <p>At-risk students within Marion County will be the primary target market for the school. The curriculum will be designed to address student and community problems.</p>
C. Amount Requested	Total - \$875,000 \$500,000 – Term Loan \$375,000 – Credit Line
D. Term (s) Requested	Term Loan – Seven years with no repayment penalty Credit Loan – One year with no repayment penalty
E. Interest Rate	10.0%
F. Security	Lien on accounts receivable (See Item I, Collateral and Conditions), school building and business assets.
G. Current Ratio - After Loan:	
Year End – 2002	2.23
Year End – 2003	2.12
Year End – 2004	5.02

SUMMARY LOAN APPLICATION

H. Purpose of the Loan

Loans will enable the applicant, MCSC, to provide working capital to maintain financial stability and allow the school to implement its business plan.

I. Source and Use of Funds

The table below shows how the school will be financed and the distribution of the loan proceeds.

<u>Source of Funds</u>	<u>Loan(s)</u>	<u>Grants</u>	<u>Total</u>
Term Loan	\$500,000		\$500,000
Credit Line	375,000		375,000
Federal Grant		\$450,000	450,000
Total	<u>\$875,000</u>	<u>\$450,000</u>	<u>\$1,325,000</u>
<u>Use of Funds</u>			
Working Capital	875,000	450,000	1,325,000
Total	<u>\$875,000</u> -----	<u>\$450,000</u> -----	<u>\$1,325,000</u> -----

Collateral and Conditions:

The following are offered as collateral and conditions for the loans:

1. All office equipment and office furniture excluding leased copier.
2. Security interest in accounts receivable due for educational services.
3. School building.

I. SUMMARY LOAN APPLICATION

J. Resume – Dr. Theron D. Williams

Dr. Theron D. Williams is a native of Detroit, Michigan where he attended public schools. He received his call to ministry at the age of 16, but did not answer the call until the age of 19. He preached his first sermon on the second Sunday in November 1979. After completing Highland Park Community College, he enrolled at Virginia Union University in Richmond, Virginia. His major at Virginia Union was psychology with a minor in religion and philosophy. He graduated from Virginia Union in 1983.

During the summer of 1983, he was ordained for the Christian Ministry at Joy Road Baptist Church under the leadership of Rev. James E. Flakes. In 1985, he was selected pastor of the Angel Visit Baptist Church in Essex County, Virginia. Dr. Williams completed his Masters of Divinity Degree at Virginia Union University School of Theology in 1986. In 1987, the people of Mt. Carmel Baptist Church, under the guidance of the Holy Spirit, extended him the call to become their pastor. During his tenure as pastor, Mt. Carmel has reached tremendous spiritual and physical heights. In 1993, Dr. Williams completed his Doctors of Ministry Degree from the Chicago Theological Seminary.

He is married to the former Kathy Prince and they have two children, Theron DeMarlo II and Taylor DeShawn.

II. ORGANIZATIONAL ANALYSIS

A. SCHOOL DESCRIPTION

The Mount Carmel School Corporation plans to address many community needs by implementing an overall focus of developing a community of learners who take responsibility for their own learning and the growth of the community through active participation in decision-making processes. The school will provide opportunities for the students, staff, parents, and community leaders, to learn in a supportive environment as curriculum is designed to help address problems faced in the community.

The proposed school facility is located at 4352 N. Mitthoeffer Road, Indianapolis, IN 46235. This is a strategic area within the African American community. The facility is situated on the far eastside of Indianapolis. This area contains the highest density of African Americans in the State of Indiana. The location of this facility heightens Mt. Carmel Community School's ability to service its targeted population, at-risk students. Our facility is literally within walking distance of hundreds of children who would fall into the at-risk category.

B. MISSION STATEMENT

The Mount Carmel School Corporation envisions a school, which will provide a safe, open, and learning-centered environment that incorporates inquiry and problem based instructional techniques for at-risk students. Students will meet or exceed minimum state academic standards, demonstrate improved behavior, and develop the skills to become lifelong learners who overcome the academic and social challenges of their global community.

C. INSTRUCTIONAL FOCUS

Mount Carmel School Corporation plans to meet the expressed goals. We will accurately assess learning by taking into account that every student brings different knowledge and skills to the task of any specific learning situation or problem-solving requirement. Learning is assessed by obtaining evidence of behavioral and cognitive growth. Through inquiry and problem-based methods of instruction, the school will provide opportunities for individual growth and assessment utilizing a variety of tools such as state and national standardized tests, in-house periodically administered tests and quizzes, rubrics, portfolios, and exhibitions.

The school's instructional hours will begin at 8:00a.m. and end at 3:30p.m. Before and after school programs and activities will be available throughout the school year.

II. ORGANIZATIONAL ANALYSIS

D. GOVERNANCE AND MANAGEMENT

The Mt. Carmel School Corporation is an Indiana nonprofit corporation. The corporation has submitted Federal Form 1023, Application for Recognition of Exemption under Section 501 (c) (3) of the Internal Revenue code.

The board of directors will set the policies and direction for the corporation. Board members will elect a chairperson, vice-chairperson, secretary and treasurer. The board of directors will select the principal of the school. Additionally, the board of directors will establish a Personnel Review Committee to review and approve all new hires. The principal will have responsibility for personnel, curriculum, facilities, administration and community involvement. Additionally, consultants will be utilized to assist the school's administration with financial management, other special assessments and educational needs in other areas.

Under Indiana law each charter school must be reviewed at least once every five years. During the first year of operation, each charter school will establish its goals and accountability plan. Upon approval by the Mayor, the accountability plan becomes an amendment to the school's charter and part of the legally binding contract. Each school must submit an annual report and a fiscal audit. Additionally, the Mayor will coordinate site visits to substantiate the school's annual report.

An external certified public accounting firm will conduct a financial and compliance audit after the close of each fiscal year. The audit report will be available to the Mayor's Office, Indiana Department of Education, grantor agencies and entities that provide financial support for the school.

The school will follow all of the guidelines outlined by the Mayor's Office for self evaluation at the end of the third year along with a 3-4 day site visit to corroborate the school's self evaluation. The school will be ranked into one of the following categories: exemplary, acceptable, or needs improvement.

In the sixth year, the school will submit a renewal petition that makes the argument for why the school should maintain its charter. MCCS will comply with the Mayor's Office guidelines and any other requirements necessary to maintain its charter.

III. MARKET ANALYSIS

A. Description of the Market

Within the metropolitan Indianapolis area, a population that approaches one million, there is an unusual history about the public education of Indianapolis Public School students. Twenty-six years ago, several communities in the City broke off from the urban, high minority, low income, central Indianapolis Public Schools. Six Township School Boards were formed, all based on geographic districts far removed from the problems of a decaying inner city with a very low property tax base for its schools.

The Indianapolis Public School District (IPS), with approximately 41,350 students who are served by 6,000 educators, support staff and administrators in 86 schools, is the largest school district in Indiana. Located 180 miles south of Chicago, Illinois, IPS is an urban school district facing the serious problems and needs of most major cities. Currently, 75% of our students receive free or reduced meals 17% receive special education services, 46% are from single parent families, and 64.8% are minority. Students needing ESL services have doubled in the last five years. Academically, over half of our students scored significantly lower than the state average at all grade levels on standardized tests in mathematics and reading.

There are many serious risk factors present in Indianapolis. The city ranks highest in the state in homicide, rape, robbery, juvenile crime, drug possession, and gang crime (Indianapolis Star/News – 1997, 1998). Children living in the Indianapolis Enterprise Community (inner city of Indianapolis) have an even greater exposure to these risks because non-school hours are unsupervised, unstructured, and lack opportunities for positive interaction with peers and/or adults. Indianapolis Juvenile Justice Task Force (1997 & 1998) reports and Indianapolis Police Department records both point to the hours of 4:00 p.m. to 9:00 p.m. as “peak periods” when nearly 50% of juvenile crime takes place.

With 75% of IPS students identified as living at the poverty level and receiving free or reduced lunch, the parents of these children face problems providing adequate after-school supervision and support needed to address the academic, social, and developmental needs of their children. Many of these parents are single heads of household (68%) with limited education and parenting skills. Financially, many parents cannot afford after-school child-care or the cost of recreational programs that are typically offered.

Students in IPS also score below the state average on the Indiana standardized test (ISTEP). For 1999-2000, only 28% of students scored above average in math and English as compared to the state average of 55%.

B. Target Student Population

The Indianapolis Public School system was recently identified as one of the nation's largest 25 school districts by William Modelski, the former U.S. Undersecretary of Labor. The use of crack cocaine-and now, meth labs, have been on a swift upward rise as the gangs moved straight down I-65 from Chicago to Indianapolis. Increased police street patrols, neighborhood assignments, citizens' watch groups and Friday night crack-neighborhood marches are affecting Indianapolis. But violent crime in Indianapolis is still rampant with African American males under the age of 20, more than 10 times as likely to be murdered, as are their Caucasian counterparts. Indiana Prevention Resource Center surveys show marijuana usage at the middle school level is on a constant rise. Gangs (Bloods, Lords, and new Hispanic gangs) still wait to welcome home the youth getting off the IPS busses at 2:30 p.m. Indianapolis

Prosecutor's data shows the highest violent youth crime hours are between 3:00 p.m. – 7:00 p.m.

In 1998, 86% of the expelled students enrolled in special alternative programs were African American: 90% of those students were male. The Federal Free and Reduced Lunch rate is 77%. At least five schools have a mobility rate exceeding 90%, with one elementary school having a 98% mobility rate from Sept. to the following June. Statistics show an overall minority rate of only 56%, but statistics do not count the new, growing, Hispanic population. Neither is the factor that by the time students in IPS get to high school, the African American ratio is 80% due to transfers out of the system and due to enrollment in private schools. HUD has identified Indianapolis as an Enterprise Community; and ten of the 76 IPS schools are in an Enterprise Zone. It was estimated in a 1999 State Homeless Report that over 2,000 students are homeless in the Enterprise Zone alone. Over 70% of the State-incarcerated youth are released into IPS. Problematic academic skill mastery is inherent in the SAVI data on crime, economics, parental educational level, and tax bases.

MCCS plans to focus on the at-risk students in the IPS District. Listed below are the at-risk criteria associated with the targeted student population.

School Factors:

- Two years behind in reading and/or arithmetic
- Majority of grades below average
- Is credit deficit: How many _____
- Failure at one or more school years. Grade or grades failed _____
- Performance consistently below potential
- Irregular attendance and frequent tardiness. # of days reported absent or late due to sickness last school year _____
- Frequent change of schools
- No Participation in extra curricular activities.
- Behavior problems requiring disciplinary measures.

Feelings of “not belonging” in school because of speech, personality, development, nationality, social class, family disgrace, retardation, dress, lack of friends.

Peer Factors

- Friends not school oriented
- Friends much older/younger than self

Self Concept Factors

- Resentful of authority
- Weak or negative self image

Additional Considerations:

- Frequent short-term suspensions

Long-term suspension/expulsion from school
Completion of the Career Discovery Program
Negative attitude toward attending the home school and/or Alternative Education Program
Unsatisfactory experience in attending a shortened school day
Student financial resources seriously limited
Student is a 5th year senior needing less than six credits to graduate

C. Competition – other school(s) seeking the same student population to include private, public, magnet, parochial and other charter schools. Listed below are some of our competitors in the market place.

<u>School</u>	<u>Grade Level</u>	<u>Enrollment</u>
All Saints	<u>K-8</u>	182
Capitol City SDA	<u>K-8</u>	123
Central Catholic	<u>K-8</u>	196
Christ The King (no funds)	<u>K-8</u>	369
Emmaus Lutheran	<u>K-8</u>	122
Holy Angels	<u>K-8</u>	215
Holy Cross	<u>K-8</u>	190
Immaculate Heart (no funds)	<u>K-8</u>	412
Little Flower	<u>K-8</u>	461
Our Lady of Lourdes	<u>K-8</u>	324
Our Savior Lutheran Academy	<u>K-8</u>	3
St. Andrew	<u>K-8</u>	168
St. Gabriel	<u>K-8</u>	185
St. Joan of Arc	<u>K-8</u>	183
St. Lawrence	<u>K-8</u>	430
St. Matthew (no funds)	<u>K-8</u>	529
<i>St. Michael</i>	<u>K-8</u>	367
St. Philip	<u>K-8</u>	184
St. Rita	<u>K-8</u>	123
St. Simon	<u>K-8</u>	652
St. Thomas	<u>K-8</u>	198
Zion Hope	<u>K-5</u>	67
Total		5683

IV.MARKETING STRATEGY

A. Overall Strategy

Our primary marketing strategy will focus on initially providing information to different segments of the general market. Additionally, MCCS will develop a database of organizations, centers of influence, parents and community-based organizations. The database will allow the school mail newsletters and other media messages throughout the community.

The school will conduct “Information Awareness Meetings,” for community organizations, individuals who are centers of influence, churches and parents. The meetings will provide general information about the school. The information awareness meeting will be supplemented by television and radio talk shows, public service announcements, posters, newspaper articles and ads.

“Open Houses and School Tours” will be provided at designated time during the school year. Members of the faculty and staff will be available for these meetings. Comprehensive information will be provided at these meetings as much as possible the school and its curriculum. These meetings will allow ample time for questions and answers.

Parent/teacher and student conferences will be used to develop parental support and participation in each student’s academic progress. Additionally, there will be numerous opportunities for parents to participate in the school’s activities and fund raising. A School compact will be developed to identify the roles of the parent, each student and the school.

IV. MARKETING STRATEGY

B. Marketing Plan Summary

The efforts will be focused on specific market, specific market segment and emphasize community relationships. Some of marketing items are listed below:

1) Marketing Plan Pyramid

SPECIFIC MARKET FOCUS

TARGET MEDIA MESSAGE

TV/Radio Show Spots. – 1

TV/Radio Show Spots. – 2

TV/Radio Show Spots. – 3

DATABASE MARKETING

Church & Rel. Org. Auto Ltr 1

Church & Rel. Org. Auto Ltr 2

Church & Rel. Org. Auto Ltr 3

Church & Rel. Org. Auto Ltr 4

Nonprofit Organization Ltr w/resp. card 1

Nonprofit Organization Ltr w/resp card 2

Nonprofit Organization Ltr w/resp card 3

Nonprofit Organization Ltr w/resp card 4

EMPHASIZE RELATIONSHIPS

MARKET THE SCHOOL

New Firm Brochures

New Letterhead/Bus. Cards, etc.

Information Awareness Meetings

Open Houses and School Tours

School Compact

MORE REGULAR CONTACT

Newsletter 1

Newsletter 2

Newsletter 3

V. MANAGEMENT PLAN

A. Form of Business Organization

MCSC is an Indiana non-profit corporation. The corporation has submitted an application to the Internal Revenue Service to become a nonprofit entity with a 501 (c) (3) designation. Additionally, the corporation has submitted an application to the Mayor of Indianapolis to obtain a charter. The charter, if approved, will allow the corporation to operate as a public charter school. MCSC will be doing business as Mt. Carmel Community School.

B. Staffing Plan

	Number of Personnel					
	2002	2003	2004	2005	2006	2007
Principal	1	1	1	1	1	1
Assistant Principal	0	1	1	1	1	1
Teachers	13	17	21	25	29	31
Instructional Aides	12	16	20	24	28	30
Clerical	1	1	1	1	1	1
Business Development Manager	1	1	1	1	1	1
Total	28	37	45	53	61	65

C. Financial Plan: The financial plan is located in Appendix D.

Facility

The facility is located at 4352 North Mitthoeffer Road in Indianapolis, This is in the Indianapolis Public School District on the City's East Side. It was completed in 1973 and was built for an enrollment of approximately 700 students. This is an 89,000 square foot educational structure with 42 class rooms, administrative offices, media center, library, gymnasium, cafeteria, computer center, and eight protected outside Atriums which might be used for recreation/exercise, science/nature projects, etc. There are sufficient rest room facilities for both students and staff. There are boys and girls shower facilities. The building is in excellent condition, and has met local building codes. It is air-conditioned and is now used for the Mount Carmel Christian Academy. The facility is located on one level except for an area now used for conference areas above the stage. Doors are oversized and there are ramps to three of the entrances for wheel chair access. It is felt that the should the charter be granted the Academy will no longer be operated at this site. A floor plan of the facility (not to scale) is attached and appears as Appendix E.

Transportation

It is felt that the transportation demands cannot be determined until the student population is identified. However, it is planned that Dr. Williams will coordinate with pastors of local churches that have church busses in order to have some access to transportation for the students when needed. Additionally, some effort will be made to negotiate with the various home districts to see if there may be transportation cooperatives.

Risk Management

We have been in contact with Daniel T. Hasbrook of the GDM Agency, and he has provided us a letter concerning insurance coverage/risk management, which appears as an attachment in Appendix F.

Timeline

It is planned that the school will open for the school year 2002-03 in August/September 2002. Should the charter be granted, community information meeting dates will be finalized to outline, for the community, our mission, philosophy of education, and the application procedures. It is anticipated that these meetings will be completed late May or early June of 2002. The final board of directors will be selected and in place by March 2002 and a selection of the principal administrator by April 2002. Initially Roger Perry will serve as the contact person. When the final Board and officers are selected, a primary contact person will be identified who will see the application process through. The timeline is indicated in the Charter Applicant Information Sheet on ii.

Goals

Mt Carmel Community School plans to employ multiple measures as stated on page to monitor progress of the students. Additionally, significant weight will be placed on consumer satisfaction surveys, rates of suspensions/expulsions, and rates of arrests and detentions for antisocial behavior of the students when compared to expectancy tables.

Summary of Strengths

We feel the founding committee has formulated a sensitive concern for their historical lack of performance of the at-risk student. It is felt that the current plan provides a beginning point to address some of these individual behavioral and academic deficits. We firmly believe that parent/community involvement in the school will create the atmosphere for heightened success of our students. Finally, we are excited about the likelihood to provide community service and continued educational opportunities to the larger adult community we serve.